

Schedule for other observ.

Diane - 9/30/15 -

~~minutes~~

- should know work area prior to entering room
- " utilize !!! -
- needs to be more in control -
- ? - plan? not obvious -
- ? - what is his BIP - doesn't know
- sug. can give 2 choices then use (R)
- no instructions

very passive.

has sack of activities

is he non-verbal? doesn't give verbal
let child determine directions &
enter session min. visual
including getting
undressed -

uses praise -

can pinch, unzip, undress -

ask - what could help ↑ participation?
~~why - how would you~~
would schedule change help
meds interfering - turning

*wilento step
sensory?
input?*

dressing - No attempt to get him to
particip. a socks -

shoes -

jack

why OT?

*didn't aid
utilize aid
much -
said
she was
embarrassed
ask help*

-transposed - MUST accompany

*aid was
embarrassed
ask help*

10/1/15. Diane P.

= start time = 9:10

AKS staff = "unfriendly"

~~AKS~~

- ✓ zoom ball - gave # - for alerting gave a limit
- organize a shelf - freq. verbal input incl + R
- gives too much support.
- could give choices or ask her to pick largest item.

"journal" =

*asked her to pick "which would you like to write like next" did not ask why

→ so point lost

→ ignored student posture
"try to stay above the line"

✓ introduced ruler & explained

21/1/15
this ruler is doing great for you because you are staying above the line
math problem -

✓ clear critique that looks like 813 but your answer is 8.3
You need to make the dot really little.

no specific feedback on writing - referring back to orig. ? *

rather "good job" - what does it mean?
student "My ~~knowing~~ is better today". "It is"
but why? some reference to rule DEF 275

10/6/15 - 11¹⁵ - Diane P - RKS

- put 1 pegs → pegboard -

she handed pegs → student told him color
after a while she instructed student to
~~there~~ get a peg out of the bag -
could readily do this -

"good job" -

no instruction to use left hand as
assist -

covered whole pegboard

point? -

student readily instructed - redirected him

"I love that you are using 2 hands"
when putting pegs → bag
good work holding that bag -

Theraputly - "squeeze"

- only when used 2 hands - said

"squeeze 2 hands"

later have hand to incorporate L H

empty zip lock bag - open -

put in change purse sewing kit

close zip lock - "pinch"

he knew to slide fingers - she wanted
pinch - ~~instructed~~ ~~holens~~ as she
pinched -

Answer

(in the rest of the writing sample)

snap / zipper ^{rest} on table
open / close snap then zipper - added HAH as needed

"I'm done" "You're not done. We have to do the snaps & you'll be done"
"I like that you used 3 hands"

collate paper

Take 1 green 1 white - put over here
gave continual visual & verbal cues
→ no use of 3 hands -

goals?

write name -

she guided ^{pencil} ~~paper~~ - (hand on pencil)
"hold the paper"

clothes pins → board.

match colors not stated -
look for red ...
she guided to right place

Transition → class held his hand -
why need -

Discussion -

plan for no / done ignore

- ① use both hands

② move close to items using 2 fingers
teacher asked for help to zip -> jkt

③ pre-voc -> paper sorting (teacher recom)
work site goal (focus was attend to a task)

- your impression -

- long term goals -

resists touch -

tolerate diff. textures

- writing - on teacher request -